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ABSTRACT

The document delineates competencies for certification in the state of Washington for a Communication Disorders Specialist, who provides diagnostic (evaluative), therapeutic (habilitative), and consultative services for individuals handicapped by disorders of language, speech, and/or hearing. The guidelines and standards establish a framework for determining objectives of preparation, delineate competencies in subject matter specialities, pedagogy, and personal characteristics, and specify entry and exit-level competencies for each stage of preparation (preparatory, initial, and continuing). Ten areas of clinical competency are covered. The definition provided of public school speech, language, and hearing services is intended to analyze the clinician's role in behavioral terms. Analysis is broken down into specific behaviors under the ten sub-roles or areas of competency. Listed are tasks required for competency at each performance criterion level and methods of preparation. (KW)

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GUIDELINES AND STANDARDS

for the

DEVELOPMENT AND APPROVAL OF PROGRAMS OF PREPARATION

LEADING TO THE CERTIFICATION OF COMMUNICATION DISORDERS SPECIALISTS

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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INTRODUCTION TO 1971 STANDARDS

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The basic purpose of State Board of Education guidelines and standards for preparation leading to certification has always been to ensure the competence of common school professional personnel.

Prior to 1949 certification programs were based on a specified number of courses prescribed by the state. Regulations endorsed by the State Board of Education in 1949 established a program approval approach which placed responsibility upon colleges and universities for the substance of preparation programs. School districts were involved in the student teaching experience and shared with the teacher and the institution of higher learning the planning of fifth-year programs. Revision of the standards in 1961 strengthened the academic preparation of teachers, necessitated greater cooperation between colleges and school organizations, and fostered more flexibility in program planning.

Study of the current scene and appraisal of trends suggests that Washington can marshal its resources and knowledge to stimulate preparation which is more appropriate to the services which professional personnel should provide to today's children and youth, and that preparation programs should reflect and encourage an open-system concept. The open-system allows input from a variety of sources, does not lock all persons into the same mold, and encourages difference, variety, and change. The state is concerned that preparation experiences be relevant to competence on-the-job, the actual world of the elementary and secondary school student and to the changing needs of society.

For Washington State the 1971 guidelines for program approval and certification are a natural, evolutionary step. These guidelines provide a framework within which trends and changes in society and education which should influence preparation can be more readily incorporated into preparation programs. The 1971 guidelines encourage broad participation, honor the open-system concept, and decentralize responsibility and accountability for preparation and the outcomes of preparation.

To further these objectives, the guidelines and standards provide for colleges/universities, professional associations and school organizations to form consortia to plan and carry on preparation programs. Each of the three agencies in a consortium is to have an equal voice in overall planning, policy formation, assignment of responsibilities, evaluation of programs, and the hearing of appeals.

The guidelines and standards establish a framework whereby the objectives of preparation are determined; competencies in subject matter specialities, pedagogy, and personal characteristics are delineated; and entry and exit-level competencies for each stage of preparation are specified. It is essential that preparation programs include and address competencies in subject matter knowledge as well as in the art and science of teaching, and in such human dimensions as interpersonal communication. The professional must be competent in each of these areas. He is basically a decision-maker and decisions for improving learning must be based upon the data generated from the interplay among these several areas of competence.

Several assumptions underlie these 1971 guidelines: (1) the main purpose of the school is to help each child achieve self-direction and self-reliance in a dynamic and changing society; (2) the adults in a school, by the way they work and live, establish the intellectual and emotional climate for the school; (3) adults moving into schools as professionals need to experience preparation in a manner consistent with the way children ought to be helped to learn in school; (4) learning and growth is a continuing and dynamic process; (5) all learners become what they will by the choices they make,

the actions they take, and the consequences they undergo; and (6) learning and growth best occur under circumstances where persons are respected and loved and free to be themselves and to become whomever they have the will be become.

Given these assumptions, the guidelines and standards proceed naturally from developments in teacher education over the past twenty-five years and emphasize the following principles:

a. preparation should be related to performance and performance related to the objectives of the professional and his clients;

b. preparation should be individualized and give recognition to personal style;

c. preparation programs should be planned and developed in a participatory manner by those affected; and

d. preparation is a career-long, continuing process.

P R E F A C E

ESA CERTIFICATION FOR COMMUNICATION DISORDERS SPECIALISTS

by Merlin D. Omans

As public school speech clinicians approach their responsibilities, they are encouraged to consider several assumptions which influence greater productivity in their work. A few of these assumptions are: (1) Anyone who accepts the responsibility related to providing speech, language and hearing services in the public schools has the right and the responsibility to understand thoroughly what is expected of him in the fulfillment of the task. (2) A total program of speech, language, and hearing services in the public schools, however detailed and complex it may appear to be, must be related to the needs of communication handicapped students, and the goals of public education. (3) It is possible and desirable to define speech, language, and hearing services in the public schools in terms of what a clinician does, notwithstanding the relative importance of "character", "personality traits", and the like. (4) If clinical competency is improved, it results in desirable changes in the clinicians performance.

The ten areas of clinical competency contained in the ESA Certification for Communication Disorders Specialists are the result of a concentrated effort to develop defintions of clinical effectiveness which change the emphasis from the speech clinician, as a person, to his performance - what he does and how effectively he does it. It is urged careful study be given each role definition together with the analysis provided. The role definitions can serve as a basic guideline for a more comprehensive professional self evaluation.

The definition of public school speech, language and hearing services provided in this document is an intent to analyze the clinician's roles in behavioral terms. The analysis is broken down into specific behaviors under ten sub-roles. The following points should be kept in mind: (1) The definitions make no attempt to deal with subject matter to be taught. What is taught and how clinical services are performed are dimensions for determining the degree of excellence of clinical competency. (2) The definition is not meant to be fixed or unchangeable. The ideas contained here represent the hard thinking of a considerable number of public school speech and hearing personnel, educators in training institutions, and members of the professional associations. They are certainly open to further discussion and exploration. In short, the definition should be examined critically and revised as new developments occur. (3) The definition is not meant to compress clinicians into a single mold. There are many acceptable styles of clinical performance. The unique personalities and aptitudes of speech clinicians will determine, in a large measure, their approach to their responsibilities. But a kind of unity within diversity will be observed among effective speech clinicians. The definition seeks to isolate those factors that contribute to the speech clinicians effectiveness. Individual clinicians exhibit certain strength which should be utilized in the performance of a speech and hearing staff. (4) The sub-roles in the definition are not so distinct as to be wholly discrete functions; but they must be separated; however, in order that the speech clinician may examine them closely, one at a time. A division of the speech clinician's role into ten categories is presented for the purpose of analysis. Clinicians themselves should discern the points at which these ten areas overlap and complement one another. (5) The definition is distinctive in that it seeks to encompass not only the clinician's clinical performance, but also to focus on his responsibility within the school setting, community and State. A study of the definition should provide both speech clinicians and supervisory personnel with a greater awareness of the range of a speech clinician's role and the potential for growth of them.

COMPETENCIES OF COMMUNICATION DISORDERS SPECIALIST

DEFINITION OF ROLE

The Communication Disorders Specialist provides diagnostic (evaluative) therapeutic (habilitative), and consultative services for individuals handicapped by disorders of language, speech and/or hearing.

PERFORMANCE CRITERIA

I. The CDS functions effectively and cooperatively within the educational environment.

II. The CDS designs a program for speech, hearing and language services.

III. The CDS determines accurately and efficiently those individuals who exhibit disorders of language, speech and/or hearing.

IV. The CDS determines through competent examination, diagnostic procedures and appropriate referral, the nature, etiology, and severity of the specific handicap(s) of those individuals with speech, language and/or hearing disorders.

V. The CDS plans an appropriate treatment program for those individuals diagnosed as having speech, language and/or hearing disorders and arranges for the implementation programs.

VI. The CDS conducts a program which effectively modifies the behavior characterizing the speech, language and/or hearing disorder.

VII. The CDS systematically conducts evaluative procedures which focus on the improvement of speech, language and/or hearing programs within the school environment.

VIII. The CDS provides consultative services for those interested in speech, language and hearing programs. The CDS serves in a consultative role in planning and implementing speech-language improvement programs.

IX. The CDS supervises activities of those school service aides, instructional assistants and pre-professional trainees assigned to him.

X. The CDS selects a variety of activities which insure his continuous professional growth.

1971 Standards for Preparation and Certification of School Professional Personnel

A. Certification

1. Three types of certificates are issued:

a. The teacher certificate authorizes service in the primary role of teaching.

b. The administrator certificate authorizes service in the primary role of general school administration, program administration and/or supervision.

c. The education staff associate certificate authorizes service in roles of specialized assistance to the learner, the teacher, the administrator and/or the educational program.

2. Three levels of certificates are issued for each certificate type:

a. The preparatory certificate authorizes experiences in school or school-related settings designed to develop competence at the "initial" level of certification. This certificate is valid for one year and is renewable.

b. The initial certificate authorizes school service in a particular role and allows the holder to assume independent responsibility for working with children, youth and adults. This certificate is valid for three years and is renewable once.

c. The continuing certificate authorizes school service on a career basis and assumes continued professional development. The continuing certificate is valid as long as the holder continues in service. It is subject to renewal only if the holder leaves educational service for a period in excess of four years.

PERFORMANCE CRITERION I: THE COMMUNICATION DISORDERS SPECIALIST FUNCTIONS EFFECTIVELY AND COOPERATIVELY WITHIN THE EDUCATIONAL ENVIRONMENT

PREPARATORY LEVEL

TASKS REQUIRED FOR COMPETENCY - CAPABLE OF PERFORMING WITH SUPERVISION	PREPARATION
Is aware of professional roles and responsibilities of school personnel	Instruction in: the philosophy and principles underlying education the organization and articulation of school programs Directed reading Observation in classrooms and school-community related activities
Identifies representative tasks of the classroom teacher which may include: formation of educational goals organization and planning for the attainment of goals methods and materials used in classroom instruction methods of classroom management assessment procedures employed by the teacher methods and channels for disseminating information utilization of specialized personnel	Instruction which provides an understanding of teaching and learning processes and selection, organization and evaluation of curriculum materials and resources Observation and discussion of classroom procedures

Perf. Crit. I: Preparatory Level - cont.

Recognizes conditions which necessitate referrals to resource personnel

Instruction providing an understanding of:

normal intellectual, social, physical and emotional growth and development of children and youth

abnormal growth patterns, the educational implications and need for amelioration

Directed reading

Observation of children at various educational levels in a variety of settings

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Is aware of available resources, programs, personnel and facilities -

Within the school district which are:

instructional
therapeutic
evaluative
consultative
medical
research oriented

Within the community, state and nation which are:

educational-instructional
therapeutic
clinical
consultative
medical
research oriented

Instruction providing information about professional specialized services available in the schools

Directed reading

Observation of special programs in the schools and interviews with personnel in charge

Perf. Crit. #1: Preparatory Level - cont.

Is aware of appropriate referral procedures _____	Simulated experiences in referring children and youth to resource personnel
Identifies legal and professional obligations _____	Instruction in legal, ethical and professional responsibilities as defined by Washington State law, national, state and local professional organizations

PERFORMANCE CRITERION I: THE COMMUNICATION DISORDERS SPECIALIST FUNCTIONS EFFECTIVELY AND COOPERATIVELY WITHIN THE EDUCATIONAL ENVIRONMENT

INITIAL LEVEL

TASKS REQUIRED FOR COMPETENCY -

CAPABLE OF PERFORMANCE WITH SOME SUPERVISION

PREPARATION

Is aware of professional roles and responsibilities of school personnel _____ Instruction in:

the philosophy and principles underlying education

the organization and articulation of school programs

Directed readings

Observations of classrooms, staff meetings, Board meetings, P.T.A., and professional association committee meetings

Supervised experiences which allow for:

acquaintance with district organizational structures

understanding of specific school organizational structures

Perf. Crit. I: Initial Level - cont.

Describes and, to a limited extent, utilizes representative tasks of the classroom teacher which may include: the formation of educational goals organization and planning for the attainment of goals methods and materials used in classroom instruction methods of classroom management assessment procedures employed by the teacher methods and channels for disseminating information utilization of specialized personnel	Instruction providing an understanding of teaching-learning processes and the selection, organization and evaluation of curriculum materials and resources Expanded opportunities for observation Examination of ways to utilize classroom procedures and materials applicable to speech, language, and hearing programs Contact with teachers in various professional settings Recognition of teachers' use of ESA personnel
Describes conditions under which children and youth are referred to resource personnel	Instruction providing an understanding of: normal intellectual, social, physical and emotional growth and development of children and youth abnormal growth patterns and their educational implications Directed reading Expanded opportunities for observations of children in various educational levels in a variety of settings Limited experience in identifying abnormal conditions and plotting a basic course of action Participation in staff meetings with guidance personnel Observations of various agencies and institutions providing services to atypical children

Perf. Crit. I: Initial Level - cont.

Describes and, to a limited extent, utilizes available resources, programs, personnel and facilities - Within the school district which are: instructional therapeutic evaluative consultative medical research oriented Within the community, state and nation which are: educational-instructional therapeutic clinical consultative medical research oriented	_____	Instruction providing information about professionalized services available to the schools Directed reading Observations of specialized programs in the public schools Participation in staff meetings with guidance personnel
Describes and, to a limited extent, utilizes appropriate referral procedures	_____	Supervised experiences in referring children and youth
Identifies and performs services in accordance with legal and professional obligations	_____	Instruction in legal, ethical and professional responsibilities as defined by Washington State law, national, state and local professional organizations Application for appropriate CDS certificate

PERFORMANCE CRITERION I: THE COMMUNICATION DISORDERS SPECIALIST FUNCTIONS EFFECTIVELY AND COOPERATIVELY WITHIN THE EDUCATIONAL ENVIRONMENT

CONTINUING LEVEL

TASKS REQUIRED FOR COMPETENCY -	PREPARATION
CAPABLE OF PERFORMING WITH COMPLETE INDEPENDENCE	
Is aware of professional roles and responsibilities of school personnel _____	Observation in classrooms and Board meetings Participation in staff meetings, P.T.A., professional association meetings Attendance at teachers' specialized and professional meetings; reading professional and specialized literature Continuing education as indicated by on-going evaluations
Utilizes representative tasks of the classroom teacher which may include: the formation of educational goals organization and planning for the attainment of goals methods and materials used in classroom instruction methods of classroom management assessment procedures employed by the teacher methods and channels for disseminating information utilization of specialized personnel _____	Interaction with classroom teachers Observation of teaching and learning processes Participation, when appropriate, on planning teams for improvement of teaching and evaluation of teachers

Perf. Crit. I: Continuing Level - cont.

Recognizes the conditions requiring referrals to other persons or agencies	_____	Expanded instruction in conditions of abnormality, educational implications and need for amelioration

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Utilizes available resources, programs, personnel and facilities -	_____	Observations of specialized programs operating in district of employment
Within the school district which are:		Visitations to facilities providing specialized services
instructional therapeutic evaluative consultative medical research oriented		
Within the community, state and nation which are:		
educational-instructional therapeutic clinical consultative medical research oriented		

Makes appropriate referrals	_____	Experience referring children and youth
		Contribution toward improving quality of referral processes

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Performs services in accordance with legal and professional standards and obligations	_____	Acquisition of appropriate certification
		Review of legal obligations and limitations in force at time of evaluation
		Review of ethical standards of the profession

PERFORMANCE CRITERION II: THE COMMUNICATION DISORDERS SPECIALIST DESIGNS A PROGRAM FOR SPEECH, HEARING, AND LANGUAGE SERVICES

PREPARATORY LEVEL

TASKS REQUIRED FOR COMPETENCY - CAPABLE OF PERFORMING WITH SUPERVISION	PREPARATION
Describes the various kinds of speech, language and hearing services to be provided during the school year	Participation in an educational program providing knowledge regarding:
Defines suitable working conditions, supplies and equipment needed for performing clinical services in the schools	specific organizational structure and operation of urban and rural speech, language and hearing programs in the schools
Determines criteria essential for case load selection	principles and philosophy of school speech, language and hearing programs
Reviews case files and school records of children referred and those previously enrolled in speech, language and hearing programs	procedures involved in providing a comprehensive speech, language and hearing program
Examines time schedules of program activities for the school year	Description of and simulated experiences in model designs of urban and rural speech, language and hearing programs in the schools
	Observations of services performed in the schools

PERFORMANCE CRITERION II: THE COMMUNICATION DISORDERS SPECIALIST DESIGNS A PROGRAM FOR SPEECH, HEARING, AND LANGUAGE SERVICES

INITIAL LEVEL

TASKS REQUIRED FOR COMPETENCY -	PREPARATION
CAPABLE OF PERFORMING WITH SOME SUPERVISION	
Identifies, describes and interprets speech, language and hearing services to school personnel and interested individuals and agencies	Supervised experience in designing and implementing speech, language and hearing services in the schools
Assesses and arranges suitable working conditions, supplies and equipment required for speech, hearing and language services	Participation in inservice education which utilizes study and discussion of the organizational structure, educational philosophy, and procedures involved in implementing comprehensive speech, language and hearing services
Implements established criteria essential for case selection	Review of professional publications and materials relative to speech, language and hearing programs
Reviews case files and school records of children referred and those previously enrolled in speech, language and hearing programs	
Devises and implements a sequential time schedule of program activities for the school year	

PERFORMANCE CRITERION II: THE COMMUNICATION DISORDERS SPECIALIST DESIGNS A PROGRAM FOR SPEECH, HEARING AND LANGUAGE SERVICES

CONTINUING LEVEL

TASKS REQUIRED FOR COMPETENCY - CAPABLE OF PERFORMANCE WITH COMPLETE INDEPENDENCE	PREPARATION
Describes, interprets and coordinates speech, language and hearing services	Continuing education and consistent professional experience in tasks listed at Initial and Preparatory levels
Determines, arranges and evaluates suitable working conditions for speech, language and hearing services	
Prepares and administers a budget for the acquisition of supplies and equipment	
Determines the kinds of equipment and materials needed for maintenance and operation of the program	
Devises and implements criteria for case selection	
Develops and implements procedures for identification, diagnosis, treatment, case management, consultative services, program evaluation and improvement	
Originates, implements and evaluates a sequential time schedule of program activities for the school year	

PERFORMANCE CRITERION III: THE COMMUNICATION DISORDERS SPECIALIST DETERMINES ACCURATELY AND EFFICIENTLY THOSE INDIVIDUALS WHO EXHIBIT DISORDERS OF LANGUAGE, SPEECH AND/OR HEARING

PREPARATORY LEVEL

TASKS REQUIRED FOR COMPETENCY -	PREPARATION
CAPABLE OF PERFORMING WITH SUPERVISION	
Describes appropriate screening procedures which include:	Instruction which includes:
selecting appropriate screening materials and equipment _____	the philosophy and principles of screening programs
describing adequate environments for screening procedures	methods, materials and procedures involved in the screening process
outlining a plan for implementation of screening procedures and appropriate recording of results	
Demonstrates knowledge of a variety of methods of organizing speech, language and hearing screening programs _____	Description and demonstration of screening materials, equipment and procedures
Identifies individuals exhibiting communication disorders and recommends further evaluation on the basis of screening tests _____	Observation of screening procedures Supervised experience in a screening program

PERFORMANCE CRITERION III: THE COMMUNICATION DISORDERS SPECIALIST DETERMINES ACCURATELY AND EFFICIENTLY THOSE INDIVIDUALS WHO EXHIBIT DISORDERS OF LANGUAGE, SPEECH AND/OR HEARING

INITIAL LEVEL

TASKS REQUIRED FOR COMPETENCY -

CAPABLE OF PERFORMANCE WITH SOME SUPERVISION

PREPARATION

Utilizes appropriate screening procedures:

selects appropriate screening materials and equipment

describes adequate environments for screening procedures

organizes an efficient plan for implementation of screening procedures in cooperation with school personnel

records and evaluates screening results and communicates to appropriate personnel

Instruction which includes:

the school organizational structure and operation as it influences scheduling for screening

the principles and philosophy of screening programs

methods, materials and procedures involved in the screening process

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Utilizes a variety of methods of organizing speech, language and hearing screening programs

Supervised experience in screening programs

Identifies individuals exhibiting communication disorders and recommends further evaluation on the basis of screening results

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Evaluates the implementation and effectiveness of the screening program and recommends appropriate revisions

Study and discussion which promotes review, analysis and evaluation of effective screening procedures

PERFORMANCE CRITERION III: THE COMMUNICATION DISORDERS SPECIALIST DETERMINES ACCURATELY AND EFFICIENTLY THOSE INDIVIDUALS WHO EXHIBIT DISORDERS OF LANGUAGE, SPEECH AND/OR HEARING

CONTINUING LEVEL

TASKS REQUIRED FOR COMPETENCY -	PREPARATION
CAPABLE OF PERFORMANCE WITH COMPLETE INDEPENDENCE	
Utilizes appropriate screening procedures: selects appropriate screening materials and equipment determines adequate environments for screening procedures organizes, in cooperation with school personnel, an efficient plan for implementation of screening procedures records and evaluates results of screening and communicates to appropriate personnel	
Utilizes and develops effective methods of organizing speech, language and hearing screening programs	Instruction in consultative, management and research skills
Identifies individuals demonstrating communication disorders and determines further evaluation on the basis of screening results	Continuing education and consistent professional experience in the tasks listed for Initial Level Certification
Supervises preprofessional and paraprofessional personnel involved in screening programs	
Establishes criteria for evaluation of screening programs	
Reviews the implementation and total effectiveness of screening programs and makes appropriate revisions	

PERFORMANCE CRITERION IV: THE COMMUNICATION DISORDERS SPECIALIST DETERMINES THROUGH COMPETENT EXAMINATION AND DIAGNOSTIC PROCEDURES AND APPROPRIATE REFERRAL THE NATURE, ETIOLOGY AND SEVERITY OF THE SPECIFIC HANDICAP(S) OF THOSE INDIVIDUALS WITH SPEECH, LANGUAGE AND/OR HEARING DISORDERS

PREPARATORY LEVEL

TASKS REQUIRED FOR COMPETENCY -		PREPARATION
CAPABLE OF PERFORMING WITH SUPERVISION		
Describes causative and maintaining factors of communication disorders	_____	Instruction in speech, language and hearing pathology problems, including articulation, language, voice, stuttering and hearing
Demonstrates knowledge of a variety of standardized diagnostic procedures	_____	Instruction in diagnostic methods and procedures Observation of experienced clinicians in diagnostic situations
Administers a basic core of diagnostic tests: analyzes diagnostic test results makes decisions regarding further diagnostic procedures	_____	Practicum in diagnostic procedures Observation of team staffing procedures
Participates in conferences to interpret test results with supervisors, parents, teachers and guidance personnel	_____	Instruction in principles of interviewing and counselling
Identifies and describes types of evaluative instruments used by related professionals Identifies children and youth for whom additional evaluation in related areas seems warranted	_____	Instruction in identifying functions and procedures used by related professionals
Writes reports of diagnostic findings and recommendations	_____	Instruction in report writing Reading reports written by advanced students or supervisors
Organizes diagnostic results as a basis for determining therapeutic programs	_____	Practicum under direct supervision

PERFORMANCE CRITERION IV: THE COMMUNICATION DISORDERS SPECIALIST DETERMINES THROUGH COMPETENT EXAMINATION AND DIAGNOSTIC PROCEDURES AND APPROPRIATE REFERRAL THE NATURE, ETIOLOGY AND SEVERITY OF THE SPECIFIC HANDICAP(S) OF THOSE INDIVIDUALS WITH SPEECH, LANGUAGE AND/OR HEARING DISORDERS

TASKS REQUIRED FOR COMPETENCY -	INITIAL LEVEL	PREPARATION
CAPABLE OF PERFORMING WITH SOME SUPERVISION		
Demonstrates knowledge of causative and maintaining factors of communication disorders	_____	Instruction in speech, language and hearing pathology to include voice, stuttering, and hearing
Demonstrates knowledge and understanding of a variety of standardized diagnostic procedures		
Administers a basic core of diagnostic tests in all areas of speech, language and hearing handicaps:		Advanced study in diagnostic methods and procedures
analyzes test results makes decisions regarding necessity for further diagnostic procedures	_____	Advanced practicum in diagnosis
Conducts conferences to interpret test results with supervisors, parents, teachers & guidance personnel	_____	Instruction in principles of interviewing and counselling Consultations with supervisory personnel
Uses school and community resources to refer children for additional evaluation in related areas if necessary	_____	Instruction in utilization of services of community, state and federal agencies and personnel
Writes reports of diagnostic findings and recommendations	__	Instruction in report writing Reading reports written by other members of profession
Organizes diagnostic results as a basis for determining therapeutic programs	___	Instruction in interpretation and utilization of diagnostic information Directed practicum

PERFORMANCE CRITERION IV: THE COMMUNICATION DISORDERS SPECIALIST DETERMINES THROUGH COMPETENT EXAMINATION AND DIAGNOSTIC PROCEDURES AND APPROPRIATE REFERRAL THE NATURE, ETIOLOGY AND SEVERITY OF THE SPECIFIC HANDICAP(S) OF THOSE INDIVIDUALS WITH SPEECH, LANGUAGE AND/OR HEARING DISORDERS

CONTINUING LEVEL

TASKS REQUIRED FOR COMPETENCY -		PREPARATION
CAPABLE OF PERFORMING WITH COMPLETE INDEPENDENCE		
Administers, scores and interprets a variety of basic and specialized diagnostic tests in all areas	_____	Advanced instruction, practicum and experience in diagnostic methods and procedures
Conducts conferences to interpret test results with parents, teachers, guidance personnel	_____	Instruction in interviewing and counselling Participation in seminars and conferences related to improving skills in conferencing Experience in conducting conferences and evaluating outcomes
Uses school and community resources to refer children for additional evaluation in related areas if necessary	_____	Continued study of available resources Utilization of resources Participation in workshops devoted to utilization of local, state and federal agencies
Writes reports of diagnostic findings and recommendations Organizes diagnostic results as a basis for determining therapeutic programs	__	Experience in reading and writing reports and organizing information
Supervises diagnostic procedures of preparatory and initial level Communication Disorders Specialists	_____	Practicum experience as a supervisor Utilization of self-evaluation measures to improve skills Training in supervisory methods and skills
Acts in an advisory and consultative capacity for other professionals in interpreting test results	_____	Participating in, or conducting multi-disciplinary case conferences
Assists in the development of new and improved diagnostic tools through study and research	_	Advanced instruction in evaluation and research Affiliation with interested personnel or institutions in development of research projects

PERFORMANCE CRITERION V: THE COMMUNICATION DISORDERS SPECIALIST PLANS AN APPROPRIATE TREATMENT PROGRAM FOR THOSE INDIVIDUALS DIAGNOSED AS HAVING SPEECH, LANGUAGE AND/OR HEARING DISORDERS AND ARRANGES FOR THE IMPLEMENTATION OF PROGRAMS

PREPARATORY LEVEL

TASKS REQUIRED FOR COMPETENCY - CAPABLE OF PERFORMING WITH SUPERVISION	PREPARATION
Interprets diagnostic information Demonstrates knowledge of the appropriate criteria to be used as a basis for case selection Identifies the principles for formulating short and long term therapeutic goals Identifies the principles for selecting therapeutic strategies Identifies therapeutic strategies	Instruction in the pathologies and etiologies related to speech, language and hearing disorders Instruction in clinical management and methods of rehabilitation as related to speech, language and hearing disorders Instruction in developing organizational and management skills as related to speech, language and hearing disorders Observation of communication handicapped children receiving therapy encompassing a variety of clinical strategies Supervised clinical practicum with individuals and groups at varying ages with a variety of disorders of communication
Participates in planning and arranging teacher and/or parent conferences Recognizes the multi-disciplines involved in the therapeutic process Prepare appropriate reports for parents, physicians, and relevant individuals & agencies	Observation of supervised conferences with parents and other specialists in related disciplines such as psychology, audiology, medicine and education
Describe efficient record-keeping systems regarding: the individual child's performance permanent school records district and/or state records	Instruction in and observation of school management and organization as related to speech, language and hearing programs

PERFORMANCE CRITERION V: THE COMMUNICATION DISORDERS SPECIALIST PLANS AN APPROPRIATE TREATMENT PROGRAM FOR THOSE INDIVIDUALS DIAGNOSED AS HAVING SPEECH, LANGUAGE AND/OR HEARING DISORDERS AND ARRANGES FOR THE IMPLEMENTATION OF PROGRAMS

INITIAL LEVEL

TASKS REQUIRED FOR COMPETENCY -		PREPARATION
CAPABLE OF PERFORMING WITH SOME SUPERVISION		
Interprets diagnostic information Selects cases according to appropriate criteria Schedules cases considering type of disorder, time available and location of schools Formulates short and long term therapeutic goals to meet individual needs Selects appropriate therapeutic strategies	_____	Instruction in the pathologies and etiologies related to speech, language and hearing disorders Instruction in clinical management and methods of rehabilitation as related to speech, language and hearing disorders Experience in designing schedules, establishing goals and determining criteria for case selection Supervised clinical practicum with children of varying ages with a variety of communication disorders Observation of communication handicapped children receiving therapy encompassing a variety of clinical strategies and school organizational patterns
Participates in teacher and/or parent conferences Interprets information and recommendations from the multi-disciplines involved in the therapeutic process	_____	Participation in conferences with parents and other specialists in related disciplines
Maintains an efficient record-keeping system regarding: the individual child's performance the permanent school records the district and/or state records	____	Instruction and experience in developing organizational and management skills as related to record keeping systems
Reports to parents, physicians and relevant individuals and agencies	_____	Training in written and oral reporting practices

PERFORMANCE CRITERION V: THE COMMUNICATION DISORDERS SPECIALIST PLANS AN APPROPRIATE TREATMENT PROGRAM FOR THOSE INDIVIDUALS DIAGNOSED AS HAVING SPEECH, LANGUAGE AND/OR HEARING DISORDERS AND ARRANGES FOR THE IMPLEMENTATION OF PROGRAMS

TASKS REQUIRED FOR COMPETENCY -	CONTINUING LEVEL	PREPARATION
CAPABLE OF PERFORMING WITH COMPLETE INDEPENDENCE		
Interprets diagnostic information Develops and utilizes criteria for case selection Schedules cases considering type of disorder, time available and location of schools Formulates short and long term therapeutic goals to meet individual needs	_____	Advanced instruction in the pathologies and etiologies related to communication disorders Advanced instruction and experience in clinical management and methods of rehabilitation as related to speech, language and hearing disorders
Selects and designs appropriate therapeutic strategies	_____	Advanced study, observation and participation in research studies to develop new methods and strategies
Initiates teacher and parent conferences Initiates and participates in staff conferencing as related to the development of therapeutic programs Reports to parents, physicians and relevant individuals and agencies	_____	Experience in conferencing Advanced instruction in counselling and interviewing
Constructs an efficient record-keeping system regarding: individual child's performance permanent school records district and state records	_____	Study and systems evaluation of record keeping
Supervises preprofessional and paraprofessional personnel in organizing and planning appropriate treatment programs	_____	Instruction in principles of supervision

PERFORMANCE CRITERION VI: THE COMMUNICATION DISORDERS SPECIALIST CONDUCTS A PROGRAM WHICH EFFECTIVELY MODIFIES THE BEHAVIOR CHARACTERIZING THE SPEECH, LANGUAGE AND/OR HEARING DISORDER

PREPARATORY LEVEL

TASKS REQUIRED FOR COMPETENCY -

CAPABLE OF PERFORMING WITH SUPERVISION

PREPARATION

Establishes and maintains dynamic clinician-child relationships by:

- identifying landmarks of normal child development
- describing basic needs and related problems of children
- exhibiting warmth and confidence in interaction with children
- using motivational techniques
- maintaining control through careful preparation for the therapy session

Instruction in:

- child development and behavior
- psychology of motivation and learning
- principles of human interaction
- interpersonal relationships

Directed reading and/or research

Observation of:

- children in varied communication situations
- communicatively handicapped children in a variety of clinical settings
- parent conferences and multi-disciplinary case conferences

Demonstrates understanding of the individual child and his disorder(s) by:

- identifying major speech, language and hearing problems
- establishing immediate goals from a previously defined ability level

Directed practicum which includes individual and group therapy for children with a variety of communication disorders

Attending seminars and professional meetings

Perf. Crit. VI: Preparatory Level - cont.

Implements therapy for each child with a speech, language and/or hearing disorder by:

- using appropriate learning activities
- making effective use of time and materials
- presenting clear, concise instructions
- planning activities in terms of the child's interests
- using effective reinforcements
- pacing therapy with supervisory instructions
- helping the child develop an awareness of his therapy goals

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Records and analyzes responses related to improving communication skills by:

- utilizing a limited number of basic techniques to assess progress
- analyzing results and assisting in the interpretation
- identifying reasons for lack of progress
- redefining goals and strategies with supervisory consultation

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Implements maintenance and transfer of newly learned communication skills by:

- encouraging the child to apply and monitor newly learned skills
- involving family members and school personnel in maintaining communication skills

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Re-defines the therapy program by:

- consulting with supervisor concerning child's progress
- suggesting referrals to appropriate agencies

Instructions in:

- pathologies related to speech, language and hearing deviations
- etiologies of speech, language and hearing problems
- clinical management
- methods of rehabilitation

Observation of communication handicapped children in a variety of clinical settings which demonstrate therapeutic strategies

Directed practicum which includes individual and group therapy for children with a variety of communication disorders

Simulated experiences in preparing hypothetical case studies for review and analysis

Discussion and interaction with experienced clinicians

Attending seminars and professional meetings

PERFORMANCE CRITERION VI: THE COMMUNICATION DISORDERS SPECIALIST CONDUCTS A PROGRAM WHICH EFFECTIVELY MODIFIES THE BEHAVIOR CHARACTERIZING THE SPEECH, LANGUAGE AND/OR HEARING DISORDER

INITIAL LEVEL

TASKS REQUIRED FOR COMPETENCY -	PREPARATION
CAPABLE OF PERFORMING WITH SOME SUPERVISION	
Establishes and maintains dynamic clinician-child relationships by:	Advanced instruction in:
demonstrating an understanding of normal child development recognizing and meeting basic needs and related problems of children exhibiting warmth and confidence in interaction with children employing appropriate motivational strategies maintaining productive control of the therapeutic situation utilizing dynamics of group interaction	child development and behavior psychology of motivation and learning principles of human interaction interpersonal relationships
Demonstrates understanding of each child and his disorder(s) by:	Directed reading and/or research Observation of children in varied communication situations and communication handicapped children in a variety of clinical settings Advanced practicum which includes invididual and group therapy for children with a variety of communication disorders Discussion and interaction with experienced clinicians
identifying the specific problems of the child in terms of abnormal development as related to speech, language and hearing defining an ability level from which to develop a program of therapy establishing immediate goals valid for a sequence of therapy	Participating in parent and multi-disciplinary case conferences Attending seminars and professional meetings

Perf. Crit. VI: Initial Level - cont.

Implements therapy for each child with a speech, language or hearing disorder by:

- using appropriate strategies and learning activities
- making efficient and effective use of time, materials and the physical environment
- presenting clear, concise instructions
- appealing to interests and attitudes of the child
- using a variety of effective reinforcements
- pacing therapy in terms of established goals
- helping the child develop responsibilities for attaining therapy goals
- modifying planned strategies to capitalize on unexpected learning potentials

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Records and analyzes responses related to improving communication skills by:

- utilizing formal and informal techniques to assess progress
- investing adequate time to analyze and interpret results
- identifying reasons for success or failure in achieving goals
- using analysis of results to redefine goals and strategies

Implements maintenance and transfer of newly learned communication skills by:

- encouraging the child to apply and monitor newly learned skills
- relating therapy to classroom and home activities

Redefines the therapy program by:

- re-assessing childs progress
- referring to appropriate agencies as determined by supervisory personnel
- terminating therapy and providing for periodic maintenance probing

Advanced instruction in:

- pathologies related to speech, language and hearing problems
- etiologies of speech, language and hearing problems
- clinical management and methods of rehabilitation

Selected observation of communicatively handicapped children in a variety of clinical settings which demonstrate a variety of therapeutic strategies

Advanced practicum in diagnosis, therapy and maintenance programs

Participating in parent and multi-disciplinary case conferences

Directed reading and/or research

Discussion and interaction with experienced clinicians

Participating in seminars and professional meetings

PERFORMANCE CRITERION VI: THE COMMUNICATION DISORDERS SPECIALIST CONDUCTS A PROGRAM WHICH EFFECTIVELY MODIFIES THE BEHAVIOR CHARACTERIZING THE SPEECH, LANGUAGE AND/OR HEARING DISORDER

CONTINUING LEVEL

TASKS REQUIRED FOR COMPETENCY -

CAPABLE OF PERFORMING WITH COMPLETE INDEPENDENCE

Establishes and maintains a dynamic clinician-child relationship by:

- demonstrating an understanding of normal child development
- recognizing and meeting basic needs and related problems of children and youth
- exhibiting warmth and confidence in interaction with children
- employing appropriate motivational strategies
- maintaining productive control of the therapeutic situation
- utilizing dynamics of group interaction

Demonstrates understanding of the specific problems of the child and his disorder by:

- identifying the specific problems of the child in terms of abnormal development as related to speech, language and hearing
- defining an ability level from which to develop a program of therapy
- establishing valid short and long range goals from which to develop a program of therapy
- helping the child gain insight into his own problems and potentials

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PREPARATION

Application of knowledge and experience gained through:

- specialized study and/or research in child development and behavior
- psychology of learning and motivation
- principles of human interaction
- interpersonal relationships

Specialized observation of children with communication difficulties

Initiating and participating in multi-disciplinary case conferences

Active participation in professional organizations concerned with the health, education and welfare of children

Perf. Crit. VI: Continuing Level - cont.

Implements therapy for each child with a speech, language and/or hearing disorder by:

- selecting, using or designing appropriate strategies and learning activities
- making maximum use of time, materials and the physical environment
- presenting clear, concise instructions
- appealing to interests and attitudes of the child
- using a variety of effective reinforcements and rewards
- pacing therapy in terms of the child's progress
- helping the child develop responsibility for his therapy goals and the maintenance of newly acquired communication skills
- taking advantage of unexpected learning opportunities

Records and analyzes responses related to improving communication skills by:

- assessing progress skillfully and efficiently
- analyzing and interpreting results accurately
- identifying reasons for success or failure in achieving objectives

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Implements maintenance and transfer of newly learned communication skills by:

- encouraging the child to apply and monitor newly learned communication skills
- relating therapy experiences to daily life
- involving the family members and school personnel in the therapy and maintenance program

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Redefines the therapy program by:

- re-assessing the child's progress and potential
- referring to appropriate agencies
- terminating therapy and providing for periodic maintenance probing

Developing skills necessary to implement the total therapy process by:

- specialized study and/or research pathologies related to speech, language and hearing problems
- clinical management and methods of rehabilitation

Selected observation of speech, language and hearing handicapped children in a variety of clinical settings

Initiating and conducting parent and multi-disciplinary case conferences

Active participation in professional organizations concerned with speech, language and hearing handicapped children

PERFORMANCE CRITERION VII: THE COMMUNICATIONS DISORDERS SPECIALIST SYSTEMATICALLY CONDUCTS EVALUATIVE PROCEDURES WHICH FOCUS ON THE IMPROVEMENT OF SPEECH, LANGUAGE AND/OR HEARING PROGRAM WITHIN THE SCHOOL ENVIRONMENT

PREPARATORY LEVEL

TASKS REQUIRED FOR COMPETENCY — CAPABLE OF PERFORMING WITH SUPERVISION	PREPARATION
Recognizes important factors which contribute to the effectiveness of the speech, language, and hearing program, including basic philosophy, organizational structure, personnel, materials, budget, diagnostic and therapeutic and evaluative strategies	Instruction in philosophy, organization and evaluation of speech, language and hearing programs Observation of a variety of programs
Describes a functional schedule for periodic program assessment	Instruction in methods of assessment
Describes research strategies used to assess objectively the speech, language and hearing program	
Lists and describes the information to be recorded for initial and final evaluations	Instruction and practicum in evaluation and record keeping
Lists information to be included in an Annual Report	Observation at School District level
Recognizes the importance of being evaluated by professional colleague, other staff and the public	Conferences with other Communication Disorders Specialists and others Evaluation by supervisory personnel

PERFORMANCE CRITERION VII: THE COMMUNICATIONS DISORDERS SPECIALIST SYSTEMATICALLY CONDUCTS EVALUATIVE PROCEDURES WHICH FOCUS ON THE IMPROVEMENT OF SPEECH, LANGUAGE AND/OR HEARING PROGRAM WITHIN THE SCHOOL ENVIRONMENT

INITIAL LEVEL

TASKS REQUIRED FOR COMPETENCY —	PREPARATION
CAPABLE OF PERFORMING WITH SOME SUPERVISION	
Demonstrates knowledge of important factors which contribute to the effectiveness of the speech, language and hearing program, including philosophy, organizational structure, personnel, materials, budget, diagnostic and therapeutic and evaluative strategies	Instruction in philosophy, management and evaluation of speech, language and hearing programs
Demonstrates an ability to utilize a functional schedule for periodic program assessment	Professional experience
divides total schedule into segments according to tasks, e.g. identification, scheduling, etc.	Participates in inservice training and workshops
sets time limit for the completion of each segment	
evaluates time projections for each program segment	
Utilizes research strategies	
delineates factors to be examined, e.g., program segments, effectiveness of kindergarten speech improvements, etc.	
gathers pertinent therapy program information	Instruction in research methods
records activities and data in daily logs	
records pre-therapy information for each member of caseload	
records post-therapy information for each member of caseload	
computes individual progress	

(cont.)

Perf. Crit. VII: Initial Level - cont.

Reviews pre-post-therapy differences in terms of:

- direction and magnitude of change
- consistency with pre-established therapy program goals
- analyzes results and computes correction ratio
- draws conclusions regarding the effectiveness of the program
  - advises continuation of program strengths
  - suggests modifications, improvements or elimination of program weaknessess

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Files initial status information on each child including such information as:

- problem
- severity
- kind of treatment
- frequency of session

Instruction in management, evaluation and record keeping

Files final status information on each child including such information as:

- therapeutic progress
- disposition

Supervised experience

Participation in inservice training and workshops

Submits Annual Report at close of school year which includes:

- speech, hearing and language services offered and goals accomplished
- recommendations for following year

Requests written or verbal evaluations from other staff and the community agencies

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PERFORMANCE CRITERION VII: THE COMMUNICATIONS DISORDERS SPECIALIST SYSTEMATICALLY CONDUCTS EVALUATIVE PROCEDURES WHICH FOCUS ON THE IMPROVEMENT OF SPEECH, LANGUAGE AND/OR HEARING PROGRAM WITHIN THE SCHOOL ENVIRONMENT

CONTINUING LEVEL

TASKS REQUIRED FOR COMPETENCY — CAPABLE OF PERFORMING WITH COMPLETE INDEPENDENCE	PREPARATION
Describes, defines and implements important factors which contribute to the effectiveness of the speech, language and hearing program, e.g., philosophy, organizational structure, personnel, materials, budget, diagnostic and therapeutic and evaluative strategies	Advanced study and observation
Develops and utilizes a functional schedule for periodic program assessment divides total schedule into segments according to tasks, e.g., identification, scheduling, etc. sets time limit for the completion of each segment evaluates time projections for each program segment	Professional experiences Participating in and conducting inservice training and workshops
Utilizes research strategies Delineates factors to be examined, e.g., program segments, effectiveness of kindergarten speech improvement, etc. Gathers pertinent therapy program information Records activities and data in daily log Records pre-therapy information for each member of caseload	Advanced instruction in research design Professional experience

(cont.)

Perf. Crit. VII: Continuing Level - cont.

Records baseline post-therapy information
for each member of caseload
Reviews pre-post-therapy differences in
terms of:
direction and magnitude of change
consistency with pre-established
therapy program goals
Analyzes results and computes correction ratio
Draws conclusions regarding the effectiveness
of the program
Advises continuation of program strengths
Recommends modifications, improvements or
elimination of program weaknesses

Files initial status information on each child
including such information as:
problem
severity
kind of treatment
frequency of treatment

Files final status information on each child
including such information as:
therapeutic progress and disposition

Devises a method and computes the individual's
progress

Submits Annual Report at close of school year
which includes:
speech, hearing and language services offered
goals accomplished
recommendation for following year

Solicits written or verbal evaluations from other
staff, lay persons and community personnel

Professional experience

Participating in and conducting inservice
training and workshops

Involvement in related workshops and inservice
programs at District, State and National levels

Perf. Crit. VII: Continuing Level - cont.

Seeks evaluation of the program by other qualified agencies or professional association committees _____

Study of evaluative criteria developed by state, regional, or national accreditation agencies

Reviewing adaptations of performance standards developed by other E. S. A. groups

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PERFORMANCE CRITERION VIII: THE COMMUNICATION DISORDERS SPECIALIST PROVIDES CONSULTATIVE SERVICES FOR THOSE INTERESTED IN SPEECH, LANGUAGE AND/OR HEARING PROGRAMS. THE C. D. S. SERVES IN A CONSULTATIVE ROLE IN PLANNING AND IMPLEMENTING SPEECH-LANGUAGE IMPROVEMENT PROGRAMS

PREPARATORY LEVEL

TASKS REQUIRED FOR COMPETENCY - CAPABLE OF PERFORMING WITH SUPERVISION		PREPARATION
Assists associated professionals in understanding the scope of the speech, language and hearing program		Instruction in speech, language and hearing development and communication problems of school children
Observes and records consultations with associated professionals, who assist public school personnel in understanding the scope of the speech, language and hearing program	_____	Observing consultations with associated professionals Attending seminars to interpret and discuss observations Attending staffings
Provides limited information and assistance to parents by observing and assisting with parent-clinician conferences	_____	Instruction in parent counselling Attending consultations of professionals with parents Attending seminars to interpret and discuss observations Attending staffings
Recognizes responsibility in serving the community in an advisory role Describes components of speech-language improvement programs	_____	Instruction regarding existing speech-language programs Adapting model programs to hypothetical situations Designing teaching units

PERFORMANCE CRITERION VIII: THE COMMUNICATION DISORDERS SPECIALIST PROVIDES CONSULTATIVE SERVICES FOR THOSE INTERESTED IN SPEECH, LANGUAGE AND/OR HEARING PROGRAMS. THE C. D. S. SERVES IN A CONSULTATIVE ROLE IN PLANNING AND IMPLEMENTING SPEECH-LANGUAGE IMPROVEMENT PROGRAMS

INITIAL LEVEL

TASKS REQUIRED FOR COMPETENCY -

CAPABLE OF PERFORMING WITH SOME SUPERVISION

Assists associated professionals in understanding the scope of the speech, language and hearing program by:

- describing needs, abilities, etc., of communication handicapped children to associated professionals, particularly the classroom teacher
- describing programs to school officials, teachers and other ESA
- providing information regarding normal speech and language development
- counselling teachers concerning speech and language opportunities within the classroom structure
- assisting the classroom teacher in providing opportunities to reinforce improved communicative behavior
- participating in staffings
- providing information, research data and/or resource materials

PREPARATION

Instruction in speech, language and hearing problems related to school services

Consultations with associated professionals

Participating in seminars to interpret and discuss observations

Participating in staffings and conferences

Observations and demonstrations in the classroom

Perf. Crit. VIII: Initial Level - cont.

Provides information for and assistance to parents by:

- describing the total program as related to a particular child
- suggesting other resources
- informing and counselling regarding specific communication problems
- interpreting diagnostic results and implications
- enlisting assistance in the home for the purpose of modifying behavior
- demonstrating the importance of speech and language stimulation at an early age

Instruction in parent-teacher counselling

Participation in consultations with professionals and parents

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Describes responsibility in serving the community in an advisory role

Assists the Continuing Level C. D. S. with special projects related to community services

Selected readings

Observation

Participation in school-community programs, professional workshops and special training programs

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Describes components of the speech-language improvement programs

Develops speech improvement lessons and materials with supervisor or experienced C. D. S.

Recognizes role in curriculum planning and textbook selection as related to communication skills

Instruction in principles of speech-language improvement program development and "model" programs

Instruction in curriculum organization and development

PERFORMANCE CRITERION VIII: THE COMMUNICATION DISORDERS SPECIALIST PROVIDES CONSULTATIVE SERVICES FOR THOSE INTERESTED IN SPEECH, LANGUAGE AND/OR HEARING PROGRAMS. THE C. D. S. SERVES IN A CONSULTATIVE ROLE IN PLANNING AND IMPLEMENTING SPEECH-LANGUAGE IMPROVEMENT PROGRAMS

CONTINUING LEVEL

TASKS REQUIRED FOR COMPETENCY -	PREPARATION
CAPABLE OF PERFORMING WITH COMPLETE INDEPENDENCE	
Assists associated professionals in understanding the scope of the speech and hearing program by:	Advanced instruction in speech, language and hearing problems related to public school services
interpreting needs, abilities, etc., of communication handicapped children to associated professionals, particularly the classroom teacher	Consultation with associated professionals regarding particular needs within the local school setting
interpreting program to school officials, teachers and other ESA	Experience in role of C. D. S. and Initial Level tasks
counselling teachers concerning speech and language opportunities within the classroom structure	Instruction in research design, interpreting research information
demonstrating the importance of speech and language stimulation at an early age	Participation in staffings and conferences
assisting the classroom teacher in providing opportunities to reinforce improved communicative behavior	Providing classroom demonstrations
participating in and organizing staffings	
providing information, research data and/or resource materials	

Perf. Crit. VIII: Continuing Level - cont.

Provides information for and assistance to parents by:	Advanced practicum in parent-teacher counselling
interpreting the total program as related to a particular child	Obtaining information regarding existing speech, language and hearing programs and associated community resources
suggesting other resources	
informing and counselling regarding particular problems	
interpreting diagnostic results and implications	Advanced instruction in speech-language development and preventive strategies
enlisting assistance in the home for the purpose of modifying behavior	
demonstrating the importance of speech and language stimulation at an early age	
Serves the community in an advisory role by:	Advanced instruction in interpersonal relationships
interpreting the school's programs to other agencies in the community	Continued study of services for and responsibilities to the public
informing community members regarding services offered	
encouraging improvement and expansion of the school program	Active participation in professional organizations and committees seeking to expand and improve community services
informing community of the importance of early intervention and prevention programs	
providing information concerning the professional responsibilities of the C. D. S.	Experience in variety of community service roles
Develops curriculum guides, outlines and resource materials	Examination of new and improved curriculum materials
Obtains prepared speech-language improvement materials	Participation in textbook and curriculum committees
Teaches workshops	Attends applicable short courses, workshops, etc.
Develops audio or video tapes for classroom use	
Initiates and implements speech-language improvement programs by:	
providing demonstration lessons for classroom teachers	
adapting programs to classroom needs	

PERFORMANCE CRITERION IX: THE COMMUNICATION DISORDERS SPECIALIST SUPERVISES ACTIVITIES OF THOSE SCHOOL SERVICE AIDS, INSTRUCTIONAL ASSISTANTS AND PRE-PROFESSIONAL TRAINEES ASSIGNED TO HIM

PREPARATORY LEVEL

TASKS REQUIRED FOR COMPETENCY -

CAPABLE OF PERFORMING WITH LIMITED SUPERVISION

NO TASKS REQUIRED AT THIS LEVEL

PERFORMANCE CRITERION IX: THE COMMUNICATION DISORDERS SPECIALIST SUPERVISES ACTIVITIES OF THOSE SCHOOL SERVICE AIDS, INSTRUCTIONAL ASSISTANTS AND PRE-PROFESSIONAL TRAINEES ASSIGNED TO HIM

INITIAL LEVEL

TASKS REQUIRED FOR COMPETENCY - CAPABLE OF PERFORMING WITH SOME SUPERVISION		PREPARATION
Familiarizes the supervisee with his roles in the total educational process		Accomplishment of performance criterion I through VII
Orients the supervisee to the educational setting in which he will work as well as to the broader educational environment	_____	Experience in the role of C. D. S. Continuing education, i. e., workshops in supervision
Describes the supervisor's role in relation to the total speech, language and hearing program		Consultation and observation with other supervisors
Identifies the tasks to be performed by the supervisee, outlines the limits of his responsibility and describes the expected quality of performance based on: analysis of supervisee's competencies analysis of C. D. S.'s tasks that can be performed by supervisee		
Instructs the supervisee in the performance of his tasks	_____	Instruction in the development of performance criteria and evaluation of performance Internship in clinical supervision Experience in role of C. D. S.
Counsels and advises the supervisee regarding his performance	_____	Instruction in counselling techniques Internship in supervision

PERFORMANCE CRITERION IX: THE COMMUNICATION DISORDERS SPECIALIST SUPERVISES ACTIVITIES OF THOSE SCHOOL SERVICE AIDS, INSTRUCTIONAL ASSISTANTS AND PRE-PROFESSIONAL TRAINEES ASSIGNED TO HIM

CONTINUING LEVEL

TASKS REQUIRED FOR COMPETENCY -	PREPARATION
CAPABLE OF PERFORMING WITH COMPLETE INDEPENDENCE	
Familiarizes the supervisee with his role in the total educational process	Accomplishment of performance criterion I through VII
Orients the supervisee to the educational setting in which he will work as well as to the broader educational environment	Experience at the initial level Experience in role of C. D. S.
Describes the supervisor's role in relation to the total speech, language and hearing program	Continuing education, e.g., workshops in supervision Consultation with other supervisors
Identifies the task to be performed by the supervisee, outlines the limits of his responsibility and describes the expected quality of performance based on: analysis of supervisee's competencies analysis of C. D. S.'s tasks that can be performed by supervisee	
Instructs the supervisee in the performance of his tasks	Instruction in the development of performance criteria and evaluation of performance Internship in clinical supervision Experience at the initial level Experience in role of C. D. S.

Perf. Crit. IX: Continuing Level - cont.

Develops and utilizes evaluative criteria relevant to the supervisee's performance	Studies and researches evaluative methods and instruments
Counsels and advises the supervisee regarding his performance	Instruction in counselling techniques Internship in supervision Experience at the initial level

PERFORMANCE CRITERION X: THE COMMUNICATION DISORDERS SPECIALIST SELECTS A VARIETY OF ACTIVITIES WHICH INSURE HIS CONTINUOUS PROFESSIONAL GROWTH

PREPARATORY LEVEL

TASKS REQUIRED FOR COMPETENCY - CAPABLE OF PERFORMING WITH SUPERVISION	PREPARATION
Enrolls in prescribed, approved program leading to certification	Instruction planned by training institutions, public schools, professional organizations
Seeks knowledge in related areas such as psychology, linguistics, education, etc.	Reading professional books, journals and other publications
Participates in undergraduate professional organizations	Attending short courses and workshops
Acknowledges purposes of state and national professional associations	Active membership in student professional organizations
Abides by the professional code of ethics	Observation of and interaccion with other members of the profession

PERFORMANCE CRITERION X: THE COMMUNICATION DISORDERS SPECIALIST SELECTS A VARIETY OF ACTIVITIES WHICH INSURE HIS CONTINUOUS PROFESSIONAL GROWTH

INITIAL LEVEL

TASKS REQUIRED FOR COMPETENCY -

CAPABLE OF PERFORMING WITH SOME SUPERVISION

PREPARATION

Participates in programs leading toward advanced competencies and certification

Instruction planned by training institutions, public schools, professional organizations and individuals

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Works with individuals, organizations and agencies to improve services

Active participation in staff and parent meetings

Participation in multi-disciplinary conferences

Participates in workshops, inservice and short courses to improve services to children

Attending state, local and national professional meetings

Active membership in local, state and national professional organizations

Reading from professional books, journals and other publications

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Strives continuously to improve standards and conditions

Seeking interaction with and feedback from colleagues

Exhibits professional behavior and research attitudes

Selected observations of speech, language and hearing clinical situations and of related clinical settings

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PERFORMANCE CRITERION X: THE COMMUNICATION DISORDERS SPECIALIST SELECTS A VARIETY OF ACTIVITIES WHICH INSURE HIS CONTINUOUS PROFESSIONAL GROWTH

CONTINUING LEVEL

TASKS REQUIRED FOR COMPETENCY - CAPABLE OF PERFORMING WITH COMPLETE INDEPENDENCE	PREPARATION
Participates in programs leading to advanced competencies and certification	Advanced instruction planned by individuals, professional organizations, public schools and training institutions
	Selected reading from professional journals, research studies and other publications
Works with various individuals, organizations and agencies to improve services	Active participation in professional organizations, committee work, curriculum revision, etc.
Initiates, directs or participates in workshops, inservice and short courses to improve own skills and services to children and youth	Attending state, local and national professional meetings Attending, planning or presenting workshops, inservice programs and short courses in local or regional areas
Participates actively in local, state and national professional organizations related to speech, language and hearing	Selected observations of a variety of clinical situations Participation in multi-disciplinary conferences
Interacts with colleagues for personal and professional development	Seeking professional feedback from peers and supervisors
Conducts formal and informal research projects to improve programs and practices	Advanced study in research methods
Assumes responsibility for training pre-professionals and para-professionals	Participating in seminars and workshops related to improving supervisory practices

EVALUATION OF COMPETENCY FOR ESA CERTIFICATION

The establishment of evaluation procedures for determining competency for the various levels of Educational Staff Associate Certification constitutes an extremely complex problem. Much of the difficulty arises from the fact that the public school situations in which the communication disorders specialists work throughout the state vary so greatly. On the one hand, there are communication disorders specialists working in urban areas where observation by colleagues and supervisors as part of the evaluative process is quite possible. On the other hand, in some rural areas of the state, the communication disorders specialist finds himself working in a situation where possibilities for contact with colleagues are minimal. An additional consideration is the individual nature of the programs involved in training students in this area of specialty. This individuality has been encouraged since it adds strength to the total training program for Communication Disorders Specialists in the state as a whole. The anticipated individualized nature of future programs jointly planned by the consortia will further complicate the problems of evaluation. Consequently it was the decision of the Committee on Professional Standards and Certification that specific guidelines for determining competency for E.S.A. Certification would not be developed at this time. The following suggestions are offered as possible techniques and procedures.

Suggested Evaluation Techniques

1. Formal examinations (oral or written).
2. Written papers which would indicate understanding of theory and procedures.
3. Examination by qualified persons of journals and log books kept by applicants.
4. Review of student observation reports.
5. Review of critiques of performance in field experiences.
6. Evaluation by qualified persons of performance on video and/or audio-tape.
7. Direct observation of practicum activities.
8. Evaluation of assigned problem solving and simulated experiences (role playing).
9. Examination of written therapy plan.
10. Self evaluation procedures utilizing established performance criteria.

An example of a particular approach to the evaluation of competency is the interim procedure developed by the Bellevue School District, Department of Speech and Hearing Services for certification of their personnel.

Possible Procedures:

PREPARATORY LEVEL

PERSONNEL INVOLVED: Professional and supervisory staff of the training institutions may be expected to carry the primary responsibility for determining competency assisted by public school C.D.S. supervisory staff to whom students have been assigned for directed practicum.

PREPARATORY LEVEL cont.

PROCEDURES: Periodic evaluation with the student extending over several quarters of work. Evaluations might include written reports, oral conferences, televised or audio taped reviews of diagnostic or therapeutic sessions. The student should be encouraged to participate actively in the evaluation process until he is gradually taking a major responsibility for his own evaluation.

INITIAL LEVEL

PERSONNEL INVOLVED: Professional and supervisory staff of the training institutions and the public school C.D.S. (Cont. level) utilizing the criteria developed through the cooperative efforts of the two training agencies.

PROCEDURE: Evaluation of competency will be carried out during the practicum training in the public school setting prior to application for this certificate. The holder of the initial level certificate is encouraged to study the performance criteria for the continuing certificate and develop a plan to complete the preparation for this certificate well within the five year limitations. Such a plan might well include regular evaluation of various competencies by peer groups, supervisory personnel, or administrative staff.

CONTINUING LEVEL

PERSONNEL INVOLVED: Self-evaluation, peer groups, supervisory staff, members of the professional association developing and using performance criteria to ensure continued growth.

PROCEDURE: The professional Association (WSHA) might offer assistance by establishing a Certification-Evaluation Committee whose function is to assist the interested members of exploring approaches to self and team evaluation; to provide resource materials, offer advice to encourage research in the utilization of self-evaluation procedures and to promote promising practices among the membership.

W.S.H.A. Committee on Professional Standards and Certification

Richard Franks, Chairman	Washington State University
Addison Ames	Seattle Public Schools
Janet Barker Fudala	Eastern Washington State College
David Haugen	Mary Bridge Hospital, Tacoma
Charlie Manning	University of Washington
Adah Miner	Renton Public Schools
Gary Newbury	Spokane Public Schools
Merlin Omans	Wenatchee Public Schools
Gayle Pikston	State Dept. of Public Instruction
Wayne Spence	Gonzaga University
Fred Stanton	Western Washington State College
Loren Webb	Yakima Public Schools
Beatrice Williams	Edmonds Public Schools
Elna Yantis	